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ABSTRACT

The manual was used at a 1.5 day workshop for job coaches, individuals designated to train a disabled worker in the on-the-job setting. Each section usually provides basic information, opportunity for participation, and handouts summarizing techniques. The section on awareness covers normalization, expectation, and communication. Considered in the section on teaching strategies are: ABCs of behavior, prompting, shaping, fading, and trying another way (encouraging the worker to experiment). Additional brief sections give suggestions for data collection and assessment. Appended are a number of handouts on the following subjects: job coach duties; job coaching the mentally retarded; job coaching the chronically mentally ill; 40 ways to test for learning; behavior, ways to say "Good for You"; basic principles of behavioral change; fading job coach involvement; state and federal resources; and pertinent federal legislation. References and a glossary of approximately 32 related terms complete the document. (DB)

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JOB COACHING MANUAL

ED332382

1st Annual Job Coaching Institute

Great Falls Vo-Tech Center

1988-1989

A cooperative venture between:

- Vocational Rehabilitative Services
- New Directions Mental Health Center
- Northern Rocky Mtn. Easter Seal/Goodwill
- Great Falls Public Schools
- Montana Supported Employment Demonstration Project
- Department of Developmental Disabilities

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JOB COACHING MANUAL

written by

Great Falls Transition Project

Stephen White — Project Director
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FORWARD

The purpose of this manual is:

1. to emphasize the value of professional, well-trained job coaches to enable workers with disabilities to reach their potential in the work force.

2. to equip the job coach with the tools of the trade.

3. to be a resource and guide to other materials which can expand one's skills.

4. to enable the job coach to anticipate situations before they happen.

The manual is written to give concepts "in a nutshell" and is not intended to be a lengthy dissertation on each subject. It is hoped that the coaches will use and refine these tools and be inspired to investigate and learn continually as they practice their art.

Paula Kiser
Supported Work Specialist

Summer Session

Thursday, August 25

7:00	Opening Remarks Supported Employment: What it is and Why?	Mike Kelly
7:15	Institute Issues: Objectives, Credit, Costs, Completion	Stephen White
7:30	Supported Employment Case Managers Coalition, Funding and Statewide Database	Sharon Miller
7:45	Local Service Options	Linda Van Buren Lori Brown Paula Kiser
8:30	Break	
8:45	Persons with Disabilities	Joe Mathews
9:15	Ownership and the Workplace	Stephen White
	(Distribute workbooks)	
9:30	Adjourn	

Summer Session

Friday, August 26

8:00 - 8:30	Registration Coffee	
8:30	Community Relations	Hugh Smith
8:45	Awareness Normalization Expectations Communication	
9:00 - 10:30	Consistent Training Strategies ABC's of Behavior Prompting Shaping Fading Try Another Way	
10:30	Break	
11:00	Data Collection Performance Prompts Behavior	
12:00 - 1:30	Lunch	
1:30	Assessment	
2:30	Collaboration	Peg Mathews
3:00	Break	
3:30	Refocusing	Steve White

NORMALIZATION

Normalization is the term given to an effort in America to enable disabled persons to live, work, attend school, and recreate in environments as similar to those of nondisabled or "normal" persons as possible.

Normalization was the buzzword that drove the deinstitutionalization effort and the establishment of community services for the disabled. It has four basic aspects:

- Activities that bring persons as close as possible to the social and cultural mainstream.
- The guarantee that the human and legal rights of disabled citizens are protected.
- The ability to make independent choices about one's life.
- Opportunity to experience the "dignity of risk" in all areas of daily life.

The outcomes of this movement are as obvious in Montana as anywhere in the nation. Schools everywhere serve disabled children and residential services and day programs for disabled persons can be found in communities as small as Big Sandy, Choteau, and Harlem, MT. However, despite huge investments of time, energy, and resources, persons with disabilities have the highest unemployment and underemployment rates of any targeted group in America.

EXPECTATIONS

Research has shown that low expectations of the worker with a disability remains one of the largest obstacles facing these individuals. It is critical that those who work as job coaches have the highest expectations of the potential success of these workers on the job.

The job coach can enable integration, self-actualization and self-determination using the powerful instruments of TRAINING and SHAPING.

Because a person with a disability has the same rights, needs for fulfillment, and opportunities to grow as any one else, the job coach must enhance these skills on the job without reducing the personal sense of responsibility. Avoid shielding workers from failure. It is a normal experience to feel a little uneasy and eager to please the boss.

What a challenge! It is an important task to be a job coach and an exciting one. You are the change agent in the work place that lets the "normal" happen for those who have little or no opportunity without you.

To most Americans, work is an important part of our adult lives. Our identity is wrapped up in our work, whether we like it or not. Consider social situations where we meet someone for the first time. Inevitably, we identify ourself by what we do. "Hi, I'm just a plumber", "I work for the bank", or "I'm just a teacher" are all common responses people make when introduced. Anyone who has ever been unemployed knows just how important employment is to our well-being. To persons with disabilities, unemployment is the rule rather than the exception. A 1985 Harris Poll found that 66% of working aged adults with disabilities were unemployed, and only 10% employed full time.

Employment is a critical aspect of the lives of most adults in our society, whether their work involves highly paid career specializations, entry-level jobs, or working in situations where ongoing support services are provided. Paid employment offers opportunities to expand social contacts, contribute to society, demonstrate creativity, and establish an adult identity. The income generated by work creates purchasing power in the community, makes community integration easier, expands the range of available choices, enhances independence, and creates personal status.

Madeline Will, April 9, 1984

YOUR TURN:

Paid employment offers opportunities to expand _____

_____, contribute to _____

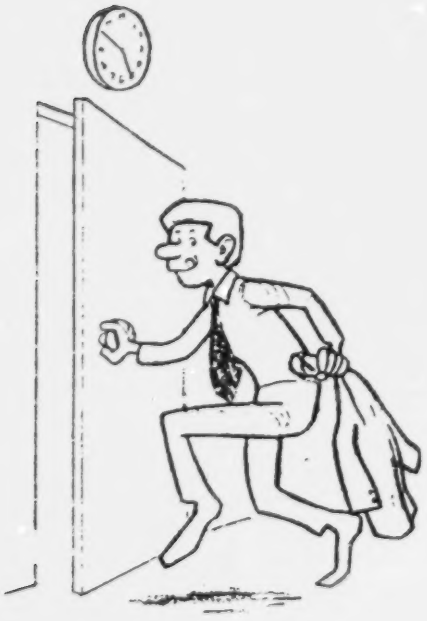
_____, and demonstrate _____

The income generated by work creates _____

_____. It also expands the range of available _____.

- Is it normal for a worker in a business to:

Be clean and dressed appropriate for business?	Y	N
Arrive at work on time?	Y	N



Be expected to give a fair days work for their wage?	Y	N
Have someone else answer or explain for them when they have problems at work?	Y	N

The job coach should help the worker's normalization process by:

_____

_____

_____

Which of these is evidence of high expectations?

- Speaking of how well workers will do the work once he learns.
- Gentle, consistent demands for correct performance.
- Patting shoulder and reassuring the worker "It's okay if you can't do it".
- Careful explanation and modeling of correct procedures for the worker.
- Insisting the worker complete a reasonable amount of work before break.

What kind of message would the job coach be sending to the worker and co-workers if every time a mistake is made, the coach explains the handicapping condition?

COMMUNICATION:

What Language Are You Using?
or
You're Speaking, But No One Is Hearing

For almost everyone, the first day on the job is a little awkward and can be confusing. For workers with severe disabilities, this can continue for several days and even weeks. For this reason, it is crucial that the job is explained well, that job coaches advocate for the new worker, and that opportunities for social interactions be provided.

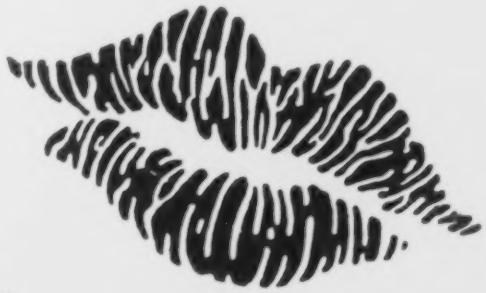
Job coaches need skills of communicating with workers who have a wide and varied range of abilities.

How many times have you heard "But I **told** you..." "Didn't you **listen**?" "I wrote you a note.."

All of us believe we are communicating our thoughts clearly and intelligibility (we know what we mean, for heaven sakes! What's wrong with the other guy?!) But we are often caught with egg on our faces when we realize that we are not as good at expressing ourselves as we thought.

The problem is intensified a hundred fold when things are complicated by a disability, the stress of a new job, fear of new people, frustrations at home, doubts about your abilities to perform a task - the list is endless. All effect our ability to hear and understand.

Sensitivity and a few simple rules will help us over come these pitfalls and save a lot of grief for the workers we train.



"Keep It Short and Simple (KISS)"

The best rule for this is to teach one thing at a time. Be aware of how many steps are needed to complete a task. If they all flow together, teach them as one response. But if the task is complicated, you may have to break it down. The important thing here is not to try and teach more than one thing at a time.

For example, choose the best strategy for giving directions:

"We used to use 2 cups of soap, 1 cup of bleach, and 3 tablespoons of degreaser. Put the soap and degreaser in the machine and start it up."

"Listen. Always use 1 cup bleach, 2 cups soap, and 3 tablespoons of degreaser in each load and push the red button."

KISS means don't clutter up your directions.

KISS stands for _____

EXPLAINING THE JOB

DO introduce the worker to fellow employees and supervisors. The worker may seem a bit withdrawn at first, but will warm up once introductions are made, and will warm up faster if the worker can find someone to answer questions.

DO explain about working hours, proper clothes on the job, the work station, who the supervisor is, what the pay will be, where the bus or streetcar stops.

DO ask for feedback now and then to make sure the worker is keeping up with you. "Now show me your work station," or "Where does the bus stop?" or any kind of question that checks understanding.

DO let the worker know he or she is one of the work-a-day family. The worker may learn to mix with others at work, but tend to be alone after work. After-hours friendships shouldn't be forced.

DO keep it short and simple.

Explaining the job is basically a process of communication. The following exercise is designed to show you just how important good communication is in the workplace.

(ONE-WAY COMMUNICATIONS)
EXERCISE MATERIALS

RECEIVER, ONE-WAY

Your partner will describe a pattern of shapes to you. Without communicating with your partner in any way, or attempting to see the pattern, put the shapes together.

ONE WAY COMMUNICATION

You are to verbally describe a pattern of shapes in such a way that your partner is able to replicate that pattern. Your partner is not allowed to ask you any questions or attempt to communicate with you in any way. Do not show your partner the pattern or use any form of communication other than words.

What did you discover about your communication skills as a result of these exercises?

BEHAVIOR MANAGEMENT

Management is usually associated with planning, coordinating and supervising various activities with responsibility for the results. In this section, management will refer most frequently to managing behavior, to directing, motivating and monitoring the visible actions of workers in the work force.

For most of us, simple directives are sufficient to direct us, to motivate and monitor our performance at work. For persons with severe disabilities, verbal communication may be inadequate to manage behavior. For these reasons, job coaches need additional communications skills, skills in recognizing and responding to behavior in a planned, consistent manner. Let's look at six of those skills.

THE ABC'S OF BEHAVIOR

ABC refers to the sequence of events that surround any given behavior (B).

A = antecedent, means the event preceding the behavior.
C = consequence or the event following the behavior.

An illustration of differences will help us understand what occurs in an ABC sequence. Transparency No. 3 represents two examples of crying as the behavior.

	A	B	C
Mr. Likes To Cry	Supervisor reminds Mr. L.T.C to get back to work	Crying	Coworkers tell Mr. L.T.C. they understand that supervisor is a big bully
Ms. Sorrow	Falls down and scrapes knee	Crying	Friends tease call "crybaby"

Which person is most likely to continue crying?

_____

Why?

_____

_____

Reinforcement

As we can see, Mr. Likes-To-Cry is reinforced by his coworkers for crying. In fact, anything that increases a behavior can be considered **positive reinforcement**.

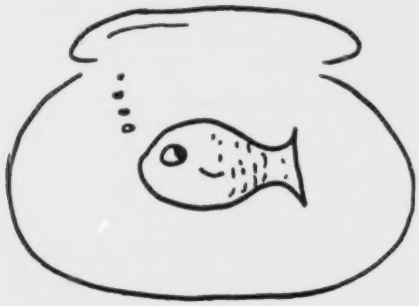
Ms. Sorrow, on the other hand, is expected to reduce her crying because of the negative consequence which followed (teasing, name calling). The teasing should cause Ms. Sorrow to want to avoid the teasing. This attempt to escape certain consequences is called **negative reinforcement.**

Both are legitimate teaching strategies when used humanely. However, positive reinforcement has been shown to be the most effective manager of behavior.

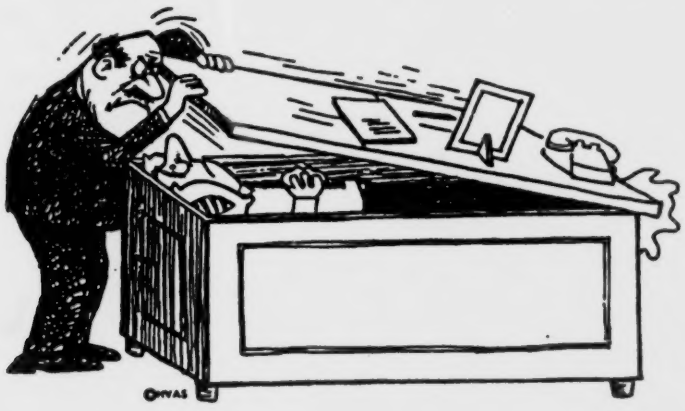
We will be looking at reinforcement in more detail later.

Consequences

Job coaches have a difficult task at times, training in a fishbowl so to speak. Everyone is watching and learning.



Special care must be taken to respect the individual dignity and rights of the worker, yet enable the worker to grow to his potential as a productive worker. For long term success, plan and build natural consequences within the business and work environment. By "natural consequences", we mean "what would happen to the other workers if they did the same thing?" For instance, the worker talks loudly and the co-workers are looking over disapprovingly. The job coach might call the worker's attention to the "looks" and explain the message the co-workers are trying to send. Repeating this process and asking for feedback, will train the worker to look for signs of approval.



YOUR TURN:

How else might you use "natural consequence" while coaching?

YOUR TURN:

1. Using a worker and a situation familiar to you, fill in the blanks of number one.

2. In number two, give one example where you control the consequences and change behavior using the information you just learned.

	A	B	C
1.			
2.			

PROMPTING

Prompting means to "move to action," remind, or assist by suggesting something forgotten. "Try another way" is an example of a prompt, so is physically nudging someone's elbow to remind them to pick up an item.

This section will provide you with a method known as "least intrusive prompting," a technique for selecting the best prompt with the most powerful impact on the worker you are training. (Transparency 5)

The three levels of prompts or assists are: verbal (the least intrusive), gesture, and physical (the most intrusive). Physical prompts are most apt to result in the fastest completion of the task as planned, but a verbal prompt, if successful, is apt to result in the most learning. Think of prompting a small child to dress themselves. As they become more proficient, verbal or gestural reminders take the place of physical assistance. The same common sense rule applies to training workers. Most of us need a physical prompt (e.g., a nudge when we have forgotten to say something), a gestural prompt (e.g., a glance to remind us to introduce someone), and verbal prompts, even as adults. When working with persons with severe disabilities, these prompts may be needed more often.

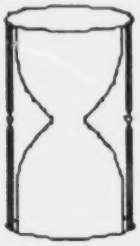
SHAPING

Prompting is closely linked with shaping, the reinforcement of close approximations to enable the learner to eventually achieve the correct response. Unlike prompting, which is simply teaching by reminders, shaping is teaching by reinforcing.

A good example is teaching someone archery. At first, the teacher praises the worker for correct use of the bow and arrow, then for hitting the target, and finally, for hitting the bulls eye.

This shaping of the correct behavior systematically reinforces a response until the worker performs it consistently without reinforcement, then reinforces the worker only when the more difficult task of hitting the target is achieved. Once that skill is present, reinforcement only occurs when the worker hits the bulls eye. This process tells the worker that an increasingly accurate performance is required.

FADING



Fading is simply the flip side of shaping. When the correct behavior is displayed, it is foolish to continually praise or reinforce someone for doing the same thing. Research has shown that performance even declines when the reinforcement occurs each time. Like eating ice cream, the reinforcement loses its appeal after so many helpings. The same applies to any reinforcement, whether it is a smile, a statement of "well done" or break time. If it is available without additional effort, its value decreases. However, if additional effort results in reinforcement, the worker learns that increasingly competent performance is desired as well as rewarded. Let's review these important concepts.

Match the event to the concept by checking the right box.

	Prompting	Shaping	Fading
A reminder	☐	☐	☐
Reinforcement after a closer approximation of the desired skill is performed.	☐	☐	☐
Reinforcement following desired behavior every third correct response.	☐	☐	☐
The supervisor points to the next box.	☐	☐	☐
After teaching to place items in the basket, the supervisor expects the worker to fill the entire basket.	☐	☐	☐
Nudge on elbow.	☐	☐	☐
"Try another way."	☐	☐	☐
After teaching the worker to connect a basic wire assembly each time, the supervisor expects the worker to connnect an extra wire.	☐	☐	☐
Leaving the room rather than saying, "Good job," when the washer is loaded correctly.	☐	☐	☐
After teaching the worker to mark on the paper, the supervisor says, "This time, draw between the lines."	☐	☐	☐

Your Turn:

Identify the best management technique for teaching a new worker in the following situations:

Shaping = S Fading = F Prompting = P

A. What if you have demonstrated how to peel potatoes to several new workers and each worker has the following problem:

Technique

1) Peels quickly, but leaves some shavings on each spud.

2) Peels one potatoe slowly and correctly, but waits each time to be told to go on.

3) After several correct responses, the worker holds the peeler upside down, and peels in the wrong direction.

4) Is just now getting the procedure down, and has peeled the last 10 potatoes carefully, quickly, and without error.

B. This worker is cleaning tables in a cafeteria following lunch. The procedure has several steps: clean tables, dampen clean rag, wipe each table in circular strokes, wipe bench, fold tables, stack against wall.

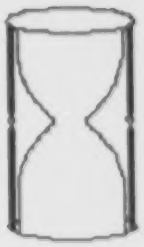
What if the worker: Technique

1) Fails to wipe in a circular motion.

2) Leaves bits of food on the table.

3) Has difficulty folding the table independently.

Key: A1=S, A2=P, A3=P, A4=F
B1=S, B2=S, B4=P



Key Points

1. Shaping, fading, and prompting are all methods of _____.

2. Fill in the blanks.

	A=	B=	C=
Meaning			

3. Any event which increases a behavior is called positive _____.

4. Attempts to escape certain consequences are called _____ reinforcement.

Your Turn:

1. Why is fading essential to a workers success on the job? Describe how you might plan for fading the first day of the job.

2. What if you began fading and performance dropped radically? Describe how you would intervene?

3. Who should the worker with a disability look to for assistance: the job coach or co-worker? Explain your answer.

TRY ANOTHER WAY

Sometimes when we try to explain something, people make mistakes, and need to be corrected. If you say no, what has been learned? The worker should then understand that the task was performed the wrong way. Try Another Way attempts to not only teach the worker that the task was performed the wrong way, but also require the learner to search for the right way. Transparency No. 4 identifies four elements of the "Try Another Way" system. Research has shown that many workers with severe disabilities often wait to be reminded before completing a task Try Another Way makes the worker think of "another way" before receiving the answer from you. In this way, learning is as "powerful" as you can make it. Fill in the blanks as you review the transparency.

Provides as _____ as _____

When you do provide assistance, make sure you _____.

Redirect a worker _____.

To direct a worker back to task, you should _____

_____.

"TRY ANOTHER WAY" TIPS

PROVIDE AS LITTLE ASSISTANCE AS NECESSARY

WHEN ASSISTANCE IS PROVIDED, MAKE SURE YOU ARE COMMUNICATING WHAT YOU WANT

USE THE STATEMENT "TRY ANOTHER WAY" TO REDIRECT A WORKER

USE THE STATEMENT "GET READY" TO DIRECT THE WORKER BACK ON TASK

Great Falls Transition Project (406) 791-2281

Marc Gold's Suggested Hierarchy of Assists

power of learning achieved

most ← → least

	verbal	gesture	physical
Least			
POWER OF TRAINING ↓	1. "Try Another Way"	5. Gesture learner to begin.	9. Touch the learner's elbow.
	2. Command Word for begin ("Get Ready", etc.).	6. Point to finger or hand.	10. Guide the learner's arm or hand to action required.
	3. Command Word for strength of action (Faster, firmer, gentler).	7. Model the step partially.	11. Begin to manipulate learner's arm or hand to the correct action.
	4. Specific language for new learning.	8. Model the entire step.	12. Directly manipulate learner's arm or hand through the step. Do not complete.
			13. Manipulate through entire step.
Most			

Study Transparency 5 and then answer the following questions:

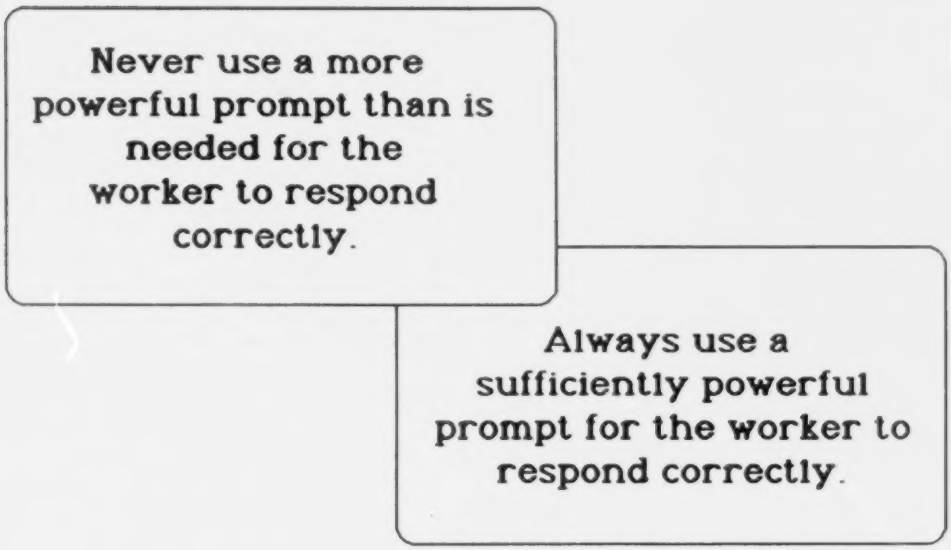
Which technique is the strongest training method?

_____No. 1 or 4
_____No. 9 or 6
_____No. 13 or 3

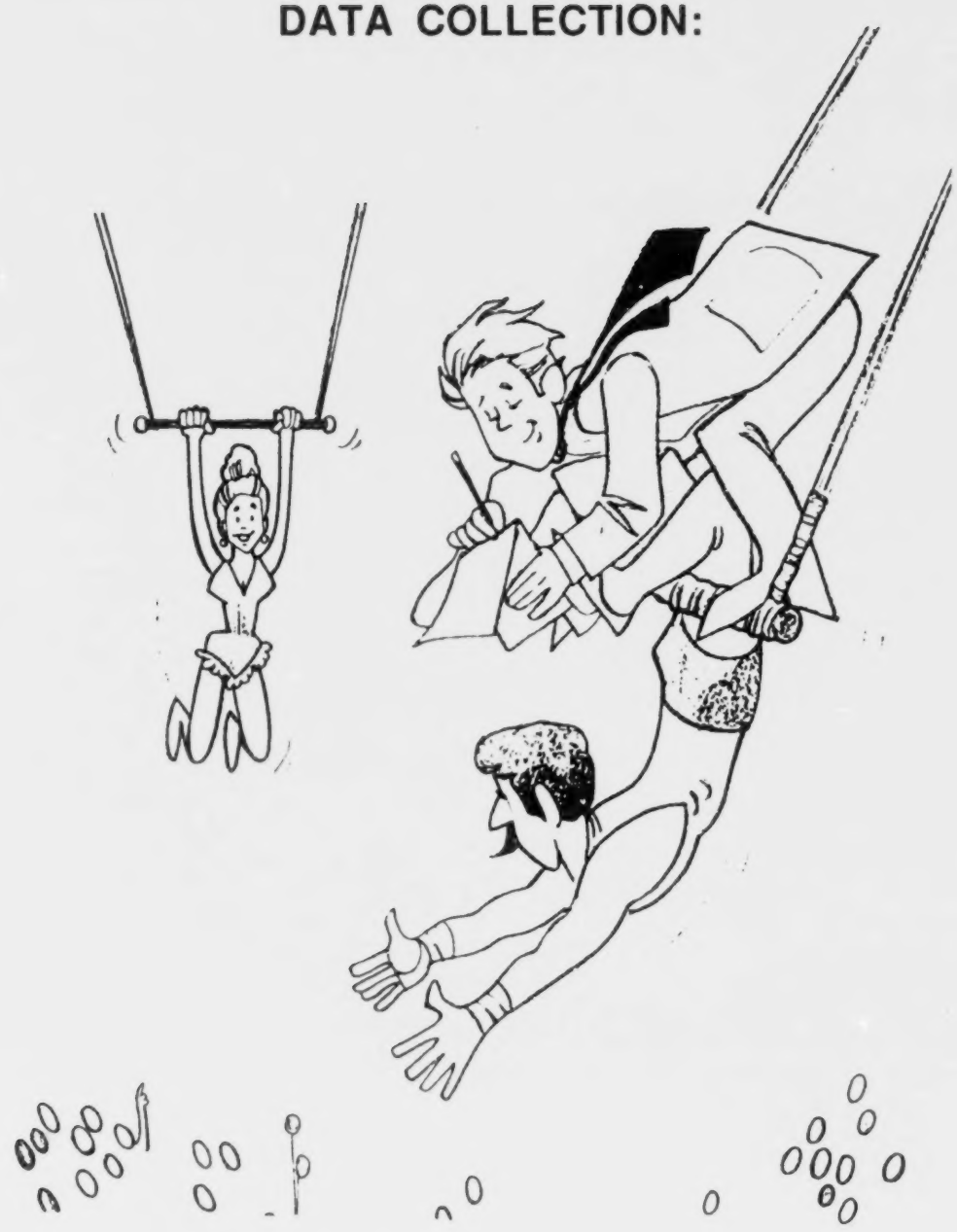
Which technique demonstrates the greatest learning achieved?

_____No. 1 or 5
_____No. 9 or 6
_____No. 13 or 3

As you can see, when we want to train someone, a physical prompt is the most powerful. When we want to find out how much learning has occurred, a verbal prompt is most powerful. The goal, of course, is not to need any prompts. That's why we follow these simple rules.


Never use a more powerful prompt than is needed for the worker to respond correctly.
Always use a sufficiently powerful prompt for the worker to respond correctly.

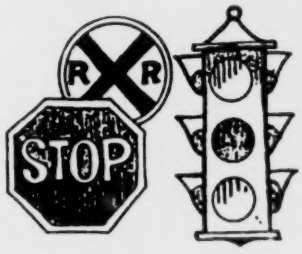
DATA COLLECTION:



DATA COLLECTION

Friend or Foe

Data Collection has a bad reputation. It always conjures up pictures of reams of paper one has to plow through as a personal cross to bear, lifeless, and without meaning.

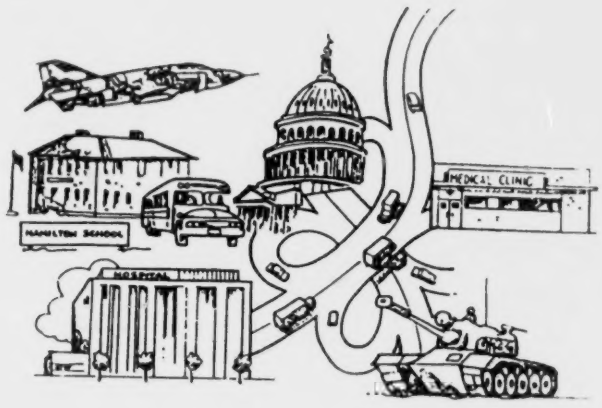


Rather then being cumbersome, Data Collection can be the heart throb of your training experience. Sort of like a stop light in a busy intersection.

Errors are like the red light saying stop what you are doing immediately.

Yellow/warning is not unlike the hierarchy of prompting, a prompt is always a sign your job isn't completed. You use the prompt schedule (Transparency 5) to guide you through to your goal of independence.

Green is the clear go ahead and assurance that if you go on you won't find yourself in a four-car pile up. If data is marked "independent" you are free to move on.



Data Collection gives you vital information to guide your entire training experience and should be seen as a road map guiding the journey.

To enter a training situation without a plan, a strategy, and clear basis for making decisions is not only unprofessional, but leaves too much up for chance. A failure is written off based on feelings, perceptions, and speculation.

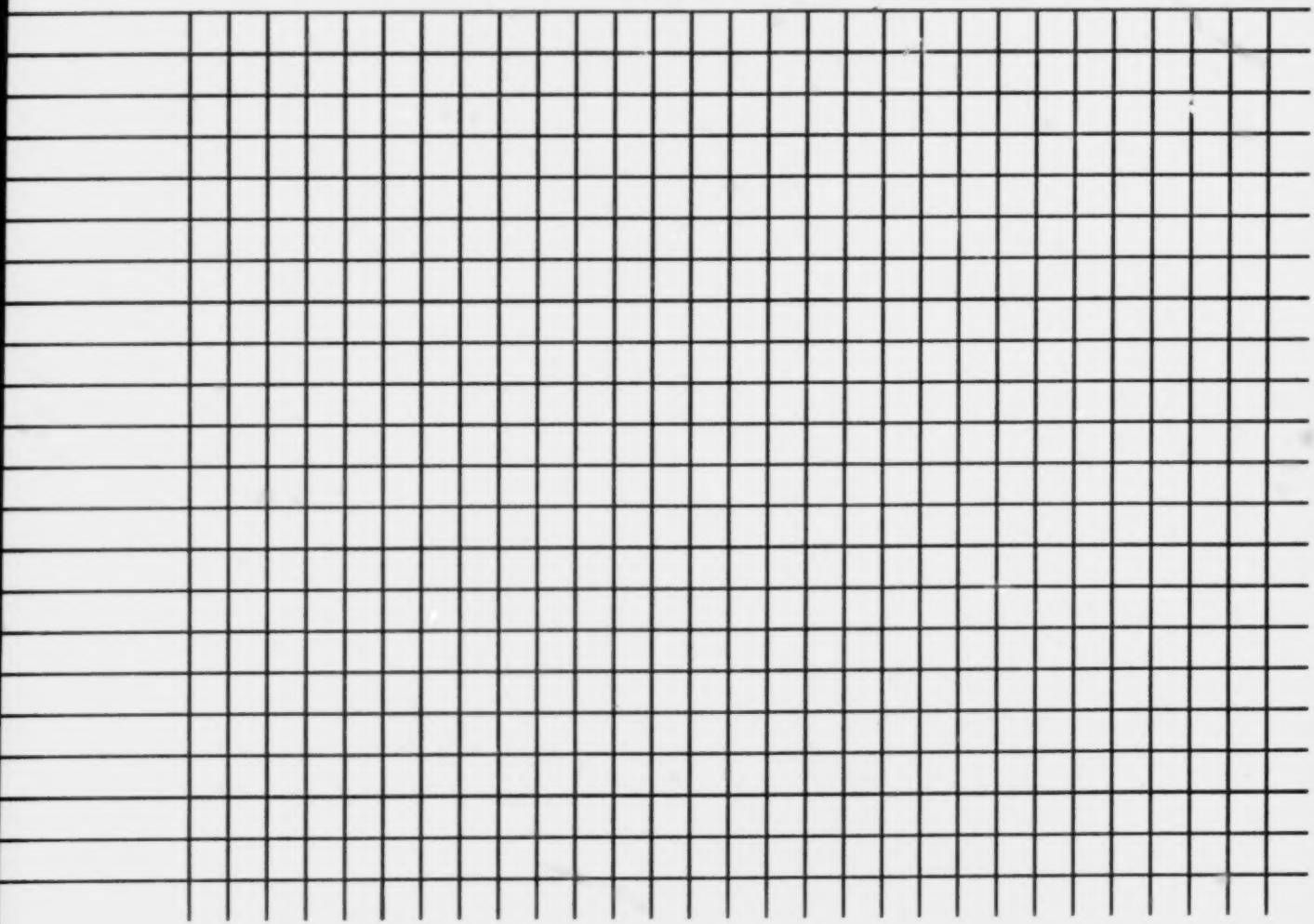
With accurate data collection and analysis there's warning signs along the way and a clear picture.

Here Is How We Do It:

SET GOAL > ASSESS > TRAIN > ACCOMODATE > FADE

SET GOAL:	**JOB ANALYSIS** **Explains the goal and objective of the job.**
ASSESS:	**BASELINE** **Method of finding out what the worker already knows. Failure to assess performance is time wasted.**
TRAIN:	**ACCURATE RECORDS OF PERFORMANCE**
	ACCURATE RECORD OF PROMPT LEVEL
ACCOMMODATE:	**ERRORS ARE RED LIGHT:** **Warning to either try another training method or alter the environment to insure success.**
FADE:	**FADING STRATEGY** **The systematic manner of using data to complete goal of independence of worker on job.**

TASK ANALYSIS DATA FOR



WHAT DATA SHOULD TELL YOU:

1. what worker already knows.
2. present level of performance.
3. present level of prompting.
4. errors, weaknesses, strengths.
5. accommodation for errors.
6. if you are fading too fast.
7. where to go next.

TASK ANALYSIS

Date				
Open Door				
Store Belongings				
Punch In				

■ Independence: no prompt, reinforcement, or coaching

Performance

Prompt level

YOUR TURN:

What if a worker was trying really hard and you want to reward their efforts? Why **not** mark "independent" to indicate their great attitude?

Data can be used to justify a change in training procedure. Give examples of:

STOP _____

WARNING _____

GO _____

A verbal prompt has been given continually for a week without improvement. Which should you do?

- Change training strategy
- Accommodate
- Move to less restrictive prompt

Behavior Problems

For those behaviors that interfere with work a simple frequence count will do. Plan individual reinforcement of identified behavior and appropriate consequence. (See page 50.)

If behavior decreases, you are on the right track if it doesn't try another reinforcer or consequence. It is possible for behavior to increase for a short time when you start addressing it. Give the strategy time to work.

The job coach has to be thinking and creative with the individual reinforcement and consequence, but happily the principles do not change.

ASSESSMENT

GAME PLAN

QUALITY

FOCUS

ASSESSMENT:

DETERMINING

WHAT IS . . . .

WHAT IS NOT . . . .

AND WHAT YOU ARE GOING TO DO!

ASSESSMENT

Assessment is an on-going, pro-active process of measuring how the individual worker is fitting in on the job.

The job coach role is to be the "Eyes and Ears" of a supported work placement. Job coaches are the first to know there's a problem and can often nip it in the "bud" by being sensitive to all that is going on within the work site.

Assessment is most helpful when it is simple. Remember the KISS Principle?

There are some things you need to know about the worker's disability (seizure, bizarre behavior patterns, etc.). However, as a job coach, you must not allow "Old news" to dim your expectations. Do your own quick assessment as it pertains to the specific job (baseline data) and make note of behaviors or limitations that might interfere, and you are done with assessment.

Next put the assessment data to work (implement strategies). For each you have listed to train, ask the following questions:

- Can I train the worker to change?
- If not, how do I change the job to fit the worker (accommodate)?

"The blue shoes would look better with those pants".

One pitfall of zealous job coaches is to major on the minor.

RULE:

If it's not broken

. . . . don't fix it

EXAMPLE:

Job Coach has noted weakness in left hand which interferes with carrying large pans to the sink.

Accomodation sequence:
1. Coach models carrying pans.
2. Coach manually assists.
3. Coach verbally instructs.
4. Coach arranges daily sessions of exercises at home to strengthen left hand and arm following check of files for history of weakness.
5. Three weeks, no change.
6. Coach arranges for pans to be placed on cart and worker pushes cart to sink.

YOUR TURN:

Worker stuffs envelopes has learned task, but pace remains below standards.

Task:
1. getting envelopes from shelf
2. finding letters
3. sitting and stuffing
4. taking product to secretary by 10 a.m.
5. taking a break

What will you do?

SUMMARY

CHANGE

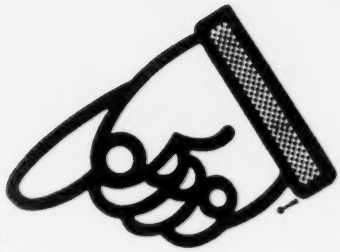
Throughout this manual, we have borrowed session headings from the Concern-Based Adoption Model (CBAM) refined at the University of Texas-Austin. Research conducted through the CBAM model has identified six axioms:

- Change is a process, not an event.
- Change is accomplished by individuals.
- Change is a highly personal experience.
- Change involves developmental growth.
- Change is best understood in operational terms.
- The focus should be on individuals, new approaches, and the context for the change.

This course is concerned with change, and the introduction of workers with severe disabilities into the work force is still an exception rather than a rule. As job coaches, you represent a very small percentage of Americans. You will probably run into situations this manual has not prepared you for. We hope such situations are also exceptions, but we recognize that "best practices" evolve with time.

This manual has also provided you with resources to contact for assistance, and a potpourri of intervention strategies for specific problems which may occur. We hope it becomes a handbook and reference for you to the degree that it keeps from gathering dust. To that degree, the training you are now completing will be meaningful.

The most important outcome of this manual, however, will be measured by the number of persons with disability who would not otherwise enter the work force. It is to those reliable, loyal, responsible workers, eager to become contributing, tax paying members of society that this manual is dedicated.



HELPS: JOB COACHING DUTIES

1. Learn the job first, yourself, before you attempt to train i.e., find possible pitfalls, difficulties.

2. Get to know the worker. Respect his individuality and strengths. Never assume he cannot perform the job. Note strengths and weaknesses, preferences, and learning styles. On-going assessment information needs to be recorded.

3. Believe in the worker. Be positive about the ability of the worker and project that to the worker and his new co-workers.

4. Plan to modify and change behavior using good systematic training strategies.

5. Determine effective reinforcers, preferably using only naturally occurring ones such as social praise. Use as sparing as possible since fewer reinforcers will be available after the coach has faded her training. Be aware that a CMI client may need friendship and time to talk that cannot be done during work hours.

6. Choose prompting techniques that allow the worker to learn the job correctly from the beginning.

7. Determine data collection procedures for tracking independent performance and work rate.

8. Increase the rate of work once the quality of work is acceptable by company standards.

9. Fade instruction, based on data, slowly so that the worker gradually begins to perform the job independently. Be alert to fall in performance and adjust as needed.

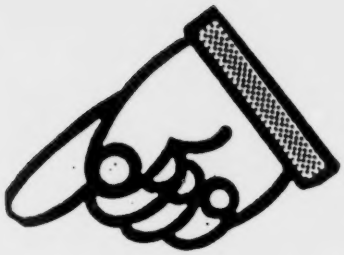
10. Project a professional image in the work place. Be a good role model for the worker you are training.

11. Be proud of what you have done when you aren't needed anymore: that means you succeeded!

12. Treat yourself - you are a special person.

JOB COACHING THE MENTALLY RETARDED

1. The mentally retarded worker typically takes may repetitions to learn.
2. The mentally retarded worker must be treated always as an individual.
3. The mentally retarded worker learns best if directions are explained in one word, if possible.
4. Keep it simple: Do not speak in paragraphs. Usually wastes your time.
5. Always pair word with model.
6. Train the same sequence and method every day.
7. Ask for feedback: "Show me."
   "What did I say?"
   "Your turn."
8. Prevent errors - learning the wrong way is confusing. Teach them the way you want the first time. Unlearning takes longer.
9. Outline clear rewards - adult.
10. Outline clear consequences.
11. Always speak in normal volume.
12. Always speak as you would to an adult.
13. Always expect more than is currently being demonstrated.
14. Be positive and have reinforcing manner.
15. Be willing to repeat as often as necessary.
16. The mentally retarded worker must try a job before they know whether they like it or not. Job sampling is the best method of assessment. If a mentally retarded worker does not like a job, pace and enthusiasm will diminish.



JOB COACHING THE CHRONICALLY MENTALLY ILL

1. The Chronically Mentally Ill worker will spend more time choosing the job they want. It is a critical factor to allow time for the worker to be completely involved in this stage of job development.

2. The Chronically Mentally Ill worker is more likely to change jobs as their skills develop and grow. They need to see changing jobs as positive and desireable.

3. The Chronically Mentally Ill worker needs classes on filling out resumes and applications; how to job interview; and other work related skills to enhance their success in the world of work.

4. The Chronically Mentally Ill worker faces a greater stigma than any other disability.

5. The Chronically Mentally Ill worker prefers not to be identified as disabled. Job coaching has to be done discretely and often not on the job site at all.

6. The Chronically Mentally Ill worker learns skills quickly, but may have difficulty putting them into practice and sustaining performance. More time is spent strategizing to overcome barriers.

7. Job coaches provide support during non-work hours. They build a counselling relationship with the worker to discuss problems on job and off. Due to this relationship, job coaching is not easily transferred from one coach to another.

8. The Chronically Mentally Ill worker is perceived as more capable than they are. After several weeks or months, the supervisor may begin demanding more "normal" work load causing stress that may cause job failure. Job coaches must be sensitive to signs of stress in the worker.

9. Job coaches must be on guard to interact with the Chronically Mentally Ill worker as a full partner in the employment process.

RECOMMENDED ATTITUDES OF JOB COACHES WORKING WITH CMI INDIVIDUALS

1. Individuals who are mentally ill should have the opportunity to interact freely and frequently with nondisabled workers in the work setting.

2. Individuals who are mentally ill can learn the skills they need to do meaningful work.

3. Individuals who are mentally ill should have the opportunity to work in settings that are compatible with their values and strengths.

4. Individuals who are mentally ill can be expected to be responsible for meeting the requirements of the job and the work setting.

5. Individuals who are mentally ill should have the opportunity for support services when they need them, even if the need arises beyond the typical "9 to 5" workday of most traditional service providers.

6. Family members, peers, helping professionals and other persons significant to the individuals who are mentally ill can make a contribution to the success of the supported employment programs.

7. When approached appropriately, employers appreciate and will accept assistance in learning how to help employees who are mentally ill to be maximally productive.

8. Individuals who are mentally ill need respect for who they are as well as hope for who they are capable of becoming.

Danley, Karen S. & Mellen, Vera (1987). Training and personnel issues for supported employment programs which serve persons who are severely mentally ill. Psychosocial Rehabilitation Journal, 9(2).

HELPS: 40 WAYS TO TEST FOR LEARNING

1. What do you do next?
2. Look carefully.
3. Think carefully.
4. Is that right?
5. What do you think about the (name of item, i.e., dresser)?
6. What do you need to get?
7. Where do you need to work?
8. Where do you need to look?
9. Where do you need to go?
10. What do you need to do with the (name of item, i.e., comb)?
11. What else do you need to do?
12. Is that all?
13. Is there more to do?
14. Go ahead.
15. Where else do you need to (name of activity, i.e., vacuum)?
16. What do you do to (name of activity, i.e., go shopping)?
17. How are you going to (name of activity, i.e., find the date)?
18. What do you need to do first before you can (name of activity, i. e., set the table)?
19. What do you need to do after you (name of activity, i. e., eat your breakfast)?
20. Where do you need to (name of activity, i. e., wash your clothes)?
21. You know what to do now.
22. Is that all you need to (name of activity, i. e., put on)?
23. What are you going to do about (name of activity, i. e., the dirt)?

24. There seems to be a problem with the (name of activity, i. e., magazines).

25. What do you need to say?

26. What can you tell (name of person) about (name of activity or time period, i.e., your job or your weekend)?

27. What did I ask you to do?

28. What's the last thing you need to do?

29. What's the first thing you need to do?

30. What do you do when you hear (name of sound, i.e., the telephone ring)?

31. Look carefully at the (name of item or location, i.e., corner or cords).

32. You have something to do.

33. You are not done yet.

34. Think carefully about what you need to do next.

35. How can you make it easier to (name of activity, i. e., clean the thermos)?

36. What do you say (or do) when that happens?

37. How are people going to (name of activity, i. e., eat)?

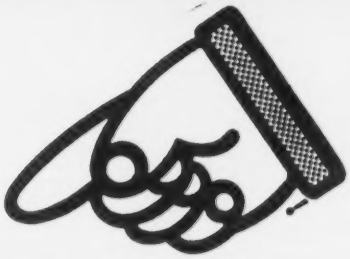
38. what do you need to do when you see (name an object or condition, i.e., a full ash tray, dirt on your hands)?

39. What do you need to do when you feel (name of condition or item, i.e., sticky stuff or hot)?

40. What do you need to look for?

HELPS: BEHAVIOR

CATEGORY OF BEHAVIOR	EXAMPLES	JOB COACH STRATEGY	
NON-COMPLIANCE	Slow to comply (slow to task) Refusing to follow a directive Poor or incomplete job done on tasks Breaking a known rule	When Behavior Occurs ASSIST TO COMPLY OR ARRANGE NATURAL CONSEQUENCE	When not Occurring R+ for compliance
SELF-INDULGENT	Tantrums Screaming Whining Pouting Negative Statement Complaints Irrelevant Comments and Questions Crying	When Behavior Occurs IGNORE	When not Occurring Reinforcement for appropriate behavior
AGGRESSION	Spitting Biting Pinching Punching Kicking Stealing Lying Breaking or Throwing Objects	When Behavior Occurs TIME AWAY FROM GROUP	When Not Occurring R+ for pro-social behavior
SELF-STIMULATION / SELF-AGGRESSION	Rocking Light Filtering Putting Objects in Mouth Grinding Teeth Hitting Self Biting Self Head Banging	When Behavior Occurs INTERRUPT BEHAVIOR	When Not Occurring R+ for appropriate behavior



HELPS: SHAPING
WAYS TO SAY "GOOD FOR YOU"

Everyone knows that a little praise goes a long way. But "a little praise" really needs to be something more than the same few phrases repeated over and over ad nauseum. Workers need more than the traditional "Good", "Very Good", and "Fine" if encouragement is in the cards. Here are some additional possibilities.

That's really nice.
Thank you very much.
Wow!
That's great.
I like the way you're working.
Keep up the good work.
You're working so hard.
That's quite an improvement.
Much better.
Keep it up.
Good job.
What neat work.
You really outdid yourself today.
This kind of work is impressive.
Congratulations. You only missed ____.
That's right! Good for you.
Terrific.
Beautiful.
You can be proud of the way you worked (are working) today.
Excellent work.
I appreciate your help.
Thank you for (sitting down, being quiet, getting right to work, etc.).
Marvelous.
Outstanding.
Fantastic.
All right!
Sharp.
That looks like it's going to be a great report.
I like the way Tom is working.
My goodness, how impressive!
You're on the right track now.
You got right down to work.
You're paying attention.
It looks like you put a lot of work into this.
That's clever.
Very creative.
Very interesting.
Good thinking.
That's an interesting way of looking at it.
Now you've figured it out.

You have it.
That's the right answer.
Now you've got the hang of it.
Exactly right.
Super.
Superior work.
That's a good point.
That's a very good observation.
That's certainly is one way of looking at it.
That's an interesting point of view.
You've got it now.
Nice going.
You make it look easy.
That's coming along nicely.

HELPS: BASIC PRINCIPLES OF BEHAVIORAL CHANGE

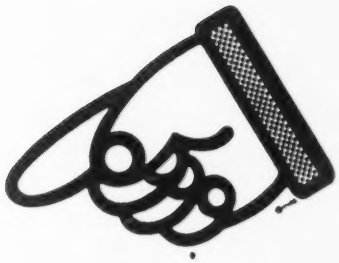
1. Behavior is learned and therefore modifiable.

2. Behaviors targeted for change must be defined, must be observable, and quantifiable - i. e., countable, measurable, recordable.

3. Alternative behaviors must also be identified and defined.

4. Both the behaviors targeted for change and the alternative ones must be broken down into component parts - i.e., the job coach must be able to identify which responses compose the whole behavior.

5. Behaviors can then be changed by modifying the environment and reinforcing or not reinforcing, systematically, specified responses.



HELPS: FADING JOB COACH INVOLVEMENT

Rationale: The job coach is constantly involved during the initial days/weeks; then leaves for brief periods and ultimately for days/weeks at a time; the job coach fades their presence as the worker reaches performance criteria which satisfy the employer and co-workers; the job coach is prepared to return for assessment and in response to problems; as the job coach fades involvement, she encourages support from supervisor/co-workers.

Schedule: The fading schedule is determined by

1. worker's job performance; the extent of his ability to complete tasks independently and to maintain a satisfactory level of performance when the trainer is not at the job site.

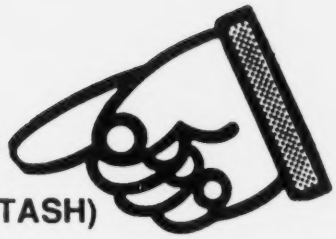
2. expectations of employer/supervisor/co-workers; the extent to which they are satisfied with the new employee's performance and are convinced that he can remain productive without the job coach's continuous presence.

3. characteristics of job/job site; the extent to which the employee is isolated or supervised on the job, has interactions with co-workers, and has a work routine which is fairly constant; the extent to which the job site is conveniently located and easily accessed.

4. support from the supervisor and co-workers; the extent to which their attitudes are positive, their involvement consistent, and their expectations realistic; the extent to which their behaviors compose a natural milieu of reinforcing conditions.

Support Elements: The job coach should utilize supervisor and co-workers to facilitate training/fading process; they can learn to provide prompts and reinforcers. The job coach can also teach the worker to utilize self-prompt and self-reinforcement techniques. Once the trainee has learned to perform adequately, the maintenance of his interest for an indefinite period of time will depend upon his own attitude toward work and toward this specific job. He must earn to support his own performance equally as much as he relies upon the support of others. The development of the employee-employer relationship is the focus of the job coach's efforts, and it is this relationship which is the most stable supporting force.

STATE & FEDERAL RESOURCES



Association for Persons with Severe Handicaps (TASH)
7010 Roosevelt Way N.E.
Seattle, WA 98115 (202) 523-8446
An organization dedicated to the advancement of individuals with disabilities severe enough to impair one or more basic life functions.

Association for Retarded Citizens (ARC)
An association of parents of people with mental retardation and other interested individuals with a goal of advancing the quality of life of the mentally retarded

Council for Exceptional Children (CEC)
Division on Career Development (CDC)
1920 Association Drive
Reston, VA 22091
CDC is a division of CEC designed to organize individuals involved in the career planning of exceptional youth.

International Association of Business, Industry, and Rehabilitation
12100 Portree Drive
Rockville, MD 20852
(301) 468-9155

International Center for Industry, Labor and Rehabilitation
P.O. Box 714
Dublin, OH 43017
(614) 459-3030

Job Accomodation Network
809 Allen Hall
P.O. Box 6122
West Virginia University
Morgantown, WV 26506-6122
(800) 526-4698 (In West Virginia)
(800) 526-7234 (All other states)

Job Opportunities for the Blind (JOB) Project
National Federation of the Blind
National Center for the Blind
1800 Johnson Street
Baltimore, MD 21230
(301) 659-9314 (In Maryland)
(800) 638-7518 (All other states)

Montana Department of Social & Rehabilitation Services (VR) Rehabilitation Services Division
1818 10th Avenue South
Suite 5
Great Falls, MT 59405
A public agency whose purpose is to aid people with disabilities in their entry or re-entry into the world of work.

Montana Employment Project for Persons with Developmental Disabilities (M.E.P.)
25 South Ewing
Room 500B
Helena, MT 59620
M.E.P., funded through a federal rant, is "designed to plan, implement, evaluate, and refine the state's system of employment options."

Montana Supported Employment Demonstration Project (M.S.E.D.)
C/O Mr. Mike Kelly
Vocational Rehabilitation Services
Box 4210
111 Sanders
Helena, MT 59604
Supported by a five year grant from the U.S. Dept. of Education, MSED's goal is "to establish and ensure that, by 1992, 60% of adult Montanans with severe disabilities are employed and retained in integrated work settings."

National Association of Vocational Education Special Needs Personnel (NAVESNP)
C/O Ms. Kathryn Jones
936 Curling Lane
Boise, ID 83702
NAVESNP is a division of the American Vocational Association designed to organize individuals involved in the vocational education of exceptional youth.

National Center on Employment of the Deaf
National Technical Institute for the Deaf
Rochester Institute of Technology
1 Lomb Memorial Drive
P.O. Box 9887
Rochester, NY 14623-0887
(716) 475-6217

National Center on Employment of the Handicapped
Human Resources Center
I.U. Willets Road
Albertson, NY 11507
(516) 747-6323

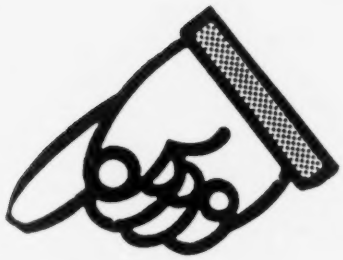
President's Committee on Employment of the Handicapped
1111 20th Street, N.W.
Room 636
Washington, D.C. 20036
(202) 653-5044
A national committee dedicated to improving the lives of people with disabilities through cooperation with industry and educational efforts.

Project on Science, Technology, and Disability
American Association for the Advancement of Science
1333 H Street N.W.
Washington, D.C. 20005
(202) 326-6667

Projects With Industry (PWI)
Easter Seal Society Goodwill Industries of Montana
4400 Central Avenue
Great Falls, MT 59404
A project designed to train people with disabilities through the cooperative effort of industry, adult service providers, and Goodwill industries.

Secondary Transition Intervention Effectiveness Institute
Dr. Frank R. Rusch, Director
College of Education
University of Illinois
110 Education Building
1310 South Sixth Street
Champaign, IL 61820
(217) 333-2325
An institute funded by the Office of Special Education Programs, Washington, D.C. (OSERS) whose purpose is to aid in the design and dissemination of effective programs for transitioning exceptional youth into adult life.

Vocational Evaluation and Work Adjustment Association (ARA)
633 South Washington Street
Alexandria, VA 22314
A division of the National Rehabilitation Association whose members focus on the evaluation and habilitation of people with disabilities.



PERTINENT FEDERAL LEGISLATION

Public Law 94-142: The Education for All Handicapped Children Act of 1975. This law insures that all handicapped children, aged 3-21, are entitled to a free, appropriate public education in the least restrictive environment.

Rehabilitation of 1973 offered protection to qualified handicapped employees against discrimination by employers receiving financial assistance from the federal government.

1986 Amendments to Rehab. Act of 1973 provided for the design of supported employment programs for severely handicapped individuals.

Carl Perkins Act of 1984 arrays the federal involvement in vocational education around two broad themes: first, making vocational education programs available to all persons, including handicapped and disadvantaged persons; and, second, improving the quality of vocational education programs to give the nation's workforce marketable skills.

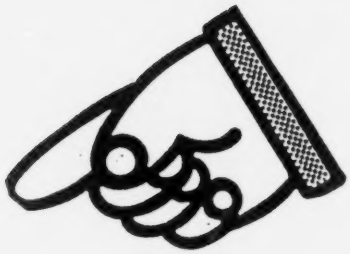
Job Training Partnership Act of 1982, amended 1986. The purpose of the act is to establish programs to prepare youth, economically disadvantaged, unskilled adults, and other persons facing serious barriers to employment for entry into the labor force.

Public Law 99-643, 1986. Employment Opportunities for Disabled Americans Act. Authorizes the continued payment (though reduced) of Social Security benefits to individuals who work despite severe impairment.

Targeted Jobs Tax Credit (TJTC). Originally authorized by the Revenue Act of 1978 and recently amended in 1986. It is an employers incentive program for hiring economically disadvantaged youth 16-24 years old, handicapped persons, Viet Nam vets, ex-offenders, and recipients of AFDC, SSI or general assistance, wherein an employer can recieve 40% of the first $6000 paid ($2400) as a tax credit and, under certain conditions, 85% of $3000 ($2550) for summer youth employees.

1984 Amendments to Education of the Handicapped Act. (P.L. 98-199) which cited the lack of transitional services for special education students.

D. D. Act , 1984 P.O. 98-527. Mandate for addressing employment related activities as a major priority which is defined as supported employment.



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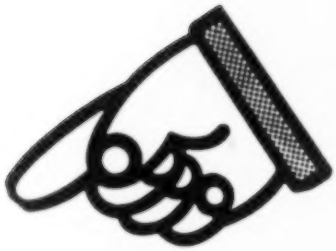


Glossary

Advocacy - Acting in a client's behalf. The advocate advances the client's welfare and interests as if they were the advocate's own. The advocate's actions are usually directed to establishment of client rights, securing of resources or changing of policy. Under Public Law 98-527, each state is mandated to establish a professional advocacy program which remains independent from the primary service agencies. Some states have also developed Citizen Advocacy (CA) programs which utilize volunteers in a manner first suggested by Wolf Wolfensberger. In the supported work model, advocacy is any activity performed by a job trainer which promotes a worker's success in a competitive job.

Congenital - Present at birth.

Countable Income - Income used to determine eligibility for SSI benefits.

CP - Cerebral Palsy.

Cue - An environmental stimulus that reminds the worker of the next task.

Developmental Disabilities - Federal definition: A developmental disability is a severe, chronic disability of a person which:

1. is attributable to a mental or physical impairment or combination of mental or physical impairments;
2. is manifested before the person attains age 22;
3. is likely to continue indefinitely;
4. results in substantial functional limitations in three or more of the following areas of major life activity;
   self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, or economic self-sufficiency and
5. reflects the need for a combination and sequence of special interdisciplinary, or generic care, treatment, or other services which are of lifelong or extended duration and are individually planned and coordinated.

Disability - A medically or psychologically diagnosable impairment (e.g. mental retardation, paraplegia).

Distributed Work - A job held by a person with disabilities in an integrated setting where co-workers are not disabled.

Enclave - Sheltered employment in real work settings for persons with disabilities, usually quite severe. Workers are usually segregated from nonhandicapped workers into a work crew and usually earn a set amount of money for each piece of work.

Handicap - A handicap exists when one's disability interferes with a person's ability to function.

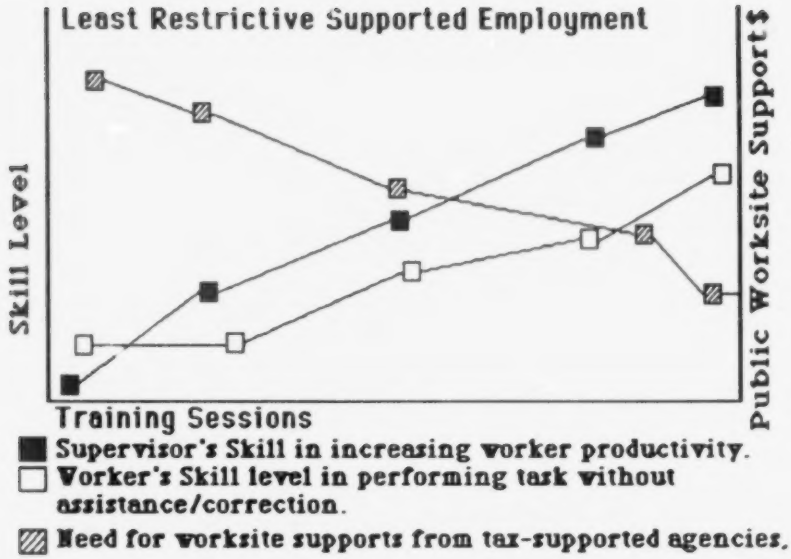
Individualized Education Plan (IEP) - A plan for accomplishment of training strategies (leading to improvement in the student's performance) which lists measurable, realistic yearly goals and program objectives (with timelines) determined by the teacher and other relevant school personnel. Input and agreement from/by parents and student are emphasized. Required for all students who have handicaps and attend public schools.

Individualized Habilitation Plan (IHP)/Individualized Written Rehabilitation Plan (IWRP) - In Montana, IHP's are required for all persons with developmental disabilities who receive services from the Developmental Disabilities Division of SRS. IHP's are written as the result of team efforts; the IHP team is composed of service providers, professional persons representing social work, medicine, psychology, and other such relevant disciplines; parents/family members; advocates; and, ideally, the person to whom the service is directed. Short and long-term goals/objectives are developed, progress measured and the results reported at subsequent team meetings. An IWRP is required by RSD/SRS for each individual receiving services; the plan contains individual employment goals, training strategies, and rehabilitation objectives. As with the IHP, composition is the result of team input.

Integrated Employment Settings - Work settings where handicapped and non-handicapped workers can interact freely.

Job Coach - An onsite trainer who will train a worker to perform new skills to expected levels of proficiency and independence.

Job Independence - The goal of supported employment which occurs when the skill level of the supervisor and the skill level of the worker make the presence of a job coach redundant.


Least Restrictive Supported Employment
Skill Level
Public Worksite Support$
Training Sessions
Supervisor's Skill in increasing worker productivity.
Worker's Skill level in performing task without assistance/correction.
Need for worksite supports from tax-supported agencies.

Job Structuring - The process of defining positions to increase the effectiveness of a department or school by separating complex tasks from routine in high volume, high turnover and backlogged work areas.

Job Training Partnership Act (JTPA) - A federal legislative act, replacing the Comprehensive Employment and Training Act (CETA), which was signed into law effective October, 1983. Under the Title II program of this act, job training will be provided to disadvantaged individuals, including those with mental disabilities, who are facing serious barriers to employment and have special training needs.

Just-In-Time Approach to Job Analysis - A system for analyzing jobs which examines each component of the production process in isolation, providing a detailed comparison between the planned production process and the actual production process (similar to curriculum mapping).

Least Intrusive Prompting - A behavioral training technique in which either a verbal, modeling, or physical prompt is provided to the learner on each sequential step of a task when not performed correctly. This method allows for completion of a task from beginning to end, regardless of the amount of assistance needed.

Least Restrictive Employment - Paid community employment in a worker's interest area with opportunity for job satisfaction, job security, and personal growth or advancement.

Least Restrictive Environment - A setting which provides the maximum amount of independenceand integration. This concept underlies all Montana statutes which apply specifically to persons with developmental disabilities. Hositalization/institutionalization is presumed to be the most restrictive circumstances, independent living the least. One measure of programmatic progress is client movement toward less restrictive environments. Supported employment is less restrictive than sheltered employment.

Nondisabled - Persons one accident away from a disability.

Plan for Achieving Self-Support (PASS) - A plan which allows a person with a disability to set aside income which can be used for education, training or starting a business (without affecting benefits). Money from PASS accounts may also be utilized to hire job coaches. Such use has the desired impact of enhancing the client's decision-making capabilities, thereby promoting self-determination and integration. (Contact Social Security or Vocational Rehabilitation for further information.)

Productivity - Physical output per unit of effort, or work completed to standard per hour.

Project Ace - A one year federally funded pilot project to enable the Great Falls Public Schools to institutionalize procedures which tap the potential of workers with severe disabilities. The long-range goal is to structure one position out of 100 (Project Ace) which disabled workers can compete for without compromising the district's performance standards.

Severely disabled - A person with a disability that interferes with one or more basic life functions including persons with conditions such as amputation, blindness, cancer, cerebral palsy, cystic fibrosis, deafness, heart disease, hemiplegia, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, neurological disorders (including stroke and epilepsy), paraplegia, quadriplegia and other spinal cord conditions, and respiratory or pulmonary dysfunction.

Social Security Administration (SSA) - The federal agency charged with administering SSI and SSDI. (SSDI is sometimes referred to as SSA.)

Social Security Disability Insurance (SSDI) - A social security benefits program for workers with disabilities.

Substantial Gainful Activity (SGA) - A worker status used in determining eligibility for benefits.

Supplemental Security Income (SSI) - A social security benefits program for low income persons who are blind, disabled and/or elderly.

Supported Employment - Competitive employment in integrated work settings for individuals with severe disabilities for whom employment through traditional means has not been successful and who need intensive on-going services to establish and sustain employment.

Targeted Jobs Tax Credit (TJTC) - A federal tax credit program, administered through state employment agencies or job services, which gives a tax break to employers who hire individuals from one of seven target groups. Persons with disabilities are among those targeted.